

Pupil premium strategy statement draft

School overview

Detail	Data
School name	Plains Farm Academy
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	44.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	2021
Date on which it will be reviewed	2022
Statement authorised by	L Cassidy – Head teacher
Pupil premium lead	C Orchard – Deputy Head teacher
Governor / Trustee lead	S Ruffell/ Annette Parr – Trustee lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,255
Recovery premium funding allocation this academic year	£ £11,890
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£124,145

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Plains Farm Academy is to provide all children with the opportunity to achieve their full potential regardless of race, gender, cultural heritage or previous experience. We use various strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps. We promote all children having full access to the wider curriculum experiences. This ensures we develop well rounded individuals who achieve their ambitions and thrive in life.

Potential barriers to learning for disadvantaged pupils may include:

- Less effective support at home – particularly during school closures and periods of self-isolation where remote learning was accessed
- Lower than average language and communication skills
- Lack of confidence and low self-esteem
- Struggling with managing behaviours
- Attendance and punctuality issues

There may also be further complex family situations that can impact upon children and prevent them from reaching their full potential. The challenges faced by our children are varied and there is no “one size fits all” plan for support. We also recognise that not all pupils who are socially disadvantaged qualify for free school meals. We reserve the right to allocate the PP funding to support any pupil the school has legitimately identified as being socially disadvantaged. This will be further supported through the School Led Tutoring Programme.

At Plains Farm Academy, our intention is:

- To eliminate the attainment gap between disadvantaged and non-disadvantaged children
- For all disadvantaged children in school to meet or exceed nationally expected progress measures
- For all disadvantaged children to access the rich extra-curricular provision on offer
- Be well-rounded, confident individuals who achieve their ambitions and flourish in life

We aim to do this through:

- Frequent monitoring of data and children’s outcomes to ensure accurate and timely identification of pupils in need of support

- Ensuring that teaching and learning opportunities meet the needs of all and that where children have specific needs that these are addressed through high quality, evidence based interventions led by appropriately trained staff
 - Ensuring all vulnerable children have access to breakfast club, have appropriate equipment, uniform provision and after school interventions
 - Support to increase the attendance of vulnerable children
 - Breakfast provided for all disadvantaged children on a morning and access to fruit throughout the school day
- Ensuring that vulnerable children have access to high quality pastoral and mental health support via Fun Friends and the Friends for Life programme
- Pupil Premium funding will be allocated following an analysis of each class which will identify specific groups or individuals.

Achieving these objectives:

The range of provisions available at Plains Farm Academy, include but are not limited to a recovery curriculum teaching assistant appointed in September, delivering teacher planned literacy and maths intervention for three days per week across all key stages.

- Providing laptops to support with access to homework and remote learning
- Allocating high quality teaching assistants to support with wellbeing
- Teachers and teaching assistants delivering interventions after school
- Weekly monitoring of children's books by leaders
- Breakfast club and after school club provided daily to vulnerable children
- Tracking and attendance monitoring by an external company, Attendance 100
- Frequent contact and support with parents and children regarding uniform, extra-curricular activities and trips

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low communication, language and literacy – children enter EYFS below age related expectations - 100% of Nursery and Reception disadvantaged cohorts entered below ARE. Proven impact of NELI intervention adopted by the school in summer 2021 to continue with EYFS and identified Y1 pupils.
2	Impact of COVID-19 and school closures - very few disadvantaged children accessed remote learning or attended school during national lockdown. Lockdown also impacted upon children's first hand

	experiences. For disadvantaged children, the gap was widened further in reading, writing and maths in the majority of classes
3	Observations and planning and work scrutiny demonstrate a need to further improve subject knowledge in the teaching of writing across key stage 1 and 2. During lockdown 2021 children focused less well on writing outcomes when working remotely from home and summer 2021 data indicated that the majority of disadvantaged children underperformed most in writing compared to non-disadvantaged children.
4	In summer term 2021 following school closures 5 disadvantaged pupils were supported through CYPS or CAHMS and 10 pupils were supported through LAC, early Help, CP or CIN plans. The need for early help and CAMHS/CYPS involvement has increased upon return to school.
5	Internal summer data 2021 showed that 66% of disadvantaged pupils were working below expected standard in reading, 71% working below in writing and 64% working below in maths.
6	Attendance for disadvantaged pupils 2020-2021 was 89.4%. A decline from figures in 2019-2010 which were 93.5%. 34.4% of disadvantaged children were identified as persistent absentees in 2020-2021 with an overall attendance of below 90%.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To raise the standards of achievement for disadvantaged children achieving age related expectations in RWM across key stage 1 and 2, bringing it in line/exceeding national expectations and/or in line with progress of individual child's starting point/s	PP children's tracking data will show ARE and/or progress from relative starting points year on year
To raise the standards of achievement for disadvantaged children in Maths in line with age related expectations and/or in line with progress of individual child's starting point/s	PP children's Maths tracking data will show ARE and/or progress from relative starting points year on year
To raise the standards of achievement for disadvantaged children in Reading in line with age related expectations and/or in line with progress of individual child's starting point/s	PP children's Reading tracking data will show ARE and/or progress from relative starting points year on year

To raise the standards of achievement for disadvantaged children in Writing in line with age related expectations and/or in line with progress of individual child's starting point/s	PP children's Writing tracking data will show ARE and/or progress from relative starting points year on year
Disadvantaged children's attendance is in-line with national expectation	Attendance of disadvantaged pupils is above 95%
Improve oral language skills for children in Early Years and Year 1	PP children in Early Years are able to express their needs fluently and be 'Year 1' ready
Where children are not fully supported at home, to ensure they eat breakfast, given an opportunity to complete homework with support and regularly heard read.	No child will be disadvantaged through financial hardship or lack of parental support
To support children's mental health and wellbeing in all areas impacting positively on emotional intelligence and resilience therefore improving readiness for learning.	The resilience and motivation of children eligible for PP in learning situations will be improved. Attainment and progress for these (and other) children is improved.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £78,012

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support staff to effectively implement writing programme through whole school CPD</p> <p>English Lead to provide bespoke CPD and follow up support as necessary ECT mentors to carry out Modelled lessons and coaching sessions TLR to monitor impact of approach Staff to carry out coaching triads with a focus on modelling writing English Lead to liaise with Leads from across the Trust to evaluate effectiveness.</p>	<p>An approach to structured writing was originally trialled in different Year groups across our Trust and showed impact at an accelerated rate.</p> <p>In Plains Farm, it was trialled by one strong member of staff in the Summer Term. This provided incisive feedback on how it could be implemented with the whole school.</p> <p>Recommendations 4 and 5 in the new EEF guidance document on improving literacy in KS2 describes features of the programme chosen. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>2,3</p>
<p>Purchase CLIC Maths to be delivered daily across school.</p> <p>Whole school CPD Maths Lead to provide bespoke CPD and follow up support as necessary ECT mentors to carry out Modelled lessons and coaching sessions</p>	<p>CLIC Maths was trialled in one of our Trust schools with good impact showing increased speed of rapid recall and a narrowing of the gap in key areas of lost learning.</p> <p>EEF +5 Mastery Approach to Learning</p> <p><i>A high level of success should be required before pupils move on to</i></p>	<p>2</p>

TLR to monitor impact of approach. Maths Lead to liaise with Leads from across the Trust to evaluate effectiveness. Renewal of white rose license	<i>new content – it is crucial to monitor and communicate pupil progress and to provide additional support for pupils that take longer to reach the required level of knowledge.</i> Improving Mathematics in Key Stage 2	
Retention of support staff x1 x 3 days per week to supplement teachers enabling disadvantaged pupils to receive high quality teaching.	Evidence from 'The Deployment and Impact of Support Staff (DISS) Project,' summarised effective TA deployment, training and use in one clear principle –'use TAs to supplement what teachers do, not replace them'	2,3
Use of the Phonics leader to deliver effective CPD and further develop her coaching programme with all staff teaching RWI phonics programme throughout school alongside the Westgarth Hub. 6 days over the year	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £28,105

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring (first £9315 funded. School cost £3105). Teaching Personnel to provide teacher to deliver small group for a further 46 children.	School autumn teacher assessments identified individual disadvantaged pupils off track in literacy. EEF +5 <i>One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that</i>	1,2,3

<p>14 x groups of 1:3 2 groups of 1:2</p>	<p><i>greater use of this approach may be worthwhile.</i></p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Staff to attend CPD and implement NELI 2 x TAs 1-day training Delivered 5 x 1 ½ hours per day</p>	<p>School have found that due to the impact of Covid 19, children are entering school with poor communication and language skills.</p> <p>EEF +6 Oral language interventions <i>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</i></p> <p><i>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</i></p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF <i>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately 3-4 months' progress.</i></p>	1
<p>Reception – Year 6 small group intervention for phonics, Maths and English. KS1 – 1 ½ hours KS2 – 2.15 hours Spring term 1 x 6 weeks for 3 groups Spring term 2 x 5 weeks for 3 groups Summer term 1 x 6 weeks for 3 groups</p>	<p>Small group intervention based upon autumn term assessment. EEF Research in to Reduced Class Sizes. The lower class numbers also allow for children to receive more individualised feedback which, according to research, has a high impact on attainment. EEF – Feedback Research Evidence.</p>	1,2,3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18,028

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance 100 works closely with families and offers both challenge (referring to the LA where necessary) as well as support	Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	6
Head teacher completes DfE funded Mental Health training 22 hours	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	6,5,4
Fun friends and Friends for Life delivered to identified children	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	6,5,4
Enrichment of the curriculum enhanced by off-site visits and visitors to school	Research seems to point to benefits for children who get experiences outside the classroom, most highlight how difficult this is to measure. We need to provide children with first hand experiences in order to inspire, connect and appreciate the wider opportunities available. This is especially true for our disadvantaged pupils. Research into the value of outdoor education and visits.	3,2

Total budgeted cost: £124,145

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The ongoing National Pandemic has limited the impact of our PP strategy in 2020-2021. School attempted weekly welfare calls to PP families, provided technology for home learning and offered places in school throughout lockdown. However, the participation in home learning was minimum, across all key stages, particularly within the Early Years, for the majority of disadvantaged pupils and therefore the gaps between PP children and their non-PP peers widened.

Following the return to school, targeted intervention took place throughout school across the three core areas.

- Maths remains a focus for next year as currently 64% (31/85) are working below EXS
- Reading remains a focus for next year as currently 66% (29/85) are working below EXP.
- Writing remains a focus for next year as currently 71% (25/85) are working below EXP.

Within the disadvantaged group, there are 22 children identified as having SEND within reading, writing and maths.

Identified disadvantaged pupils received weekly bespoke support to address social and emotional needs. Pupils and parents say they valued the opportunity to talk to a key members of staff.

Disadvantaged children had their attendance closely monitored when they returned to school in the summer term and staff worked closely with parents of PA children to ensure they came into school regularly however disadvantaged attendance at the end of the year was 89.4%. This is lower than pre-Covid year 2019/20, where disadvantaged attendance had increased to 93.5%.

The emotional wellbeing of many children and families were supported throughout the year. 11 children were supported through post LAC, Early Help, CP or CIN plans. 11 of these will continue next year. Upon return to school, 5 children were supported through CYPS or CAMHS and a further 2 referrals have been made in the new academic year. It is clear that our children's education has been effected by the national lockdowns, including those disadvantaged pupils. The interventions used have helped to mitigate

any long-term impact and we continue to ensure that all children receive a high quality education through an exciting broad and balanced curriculum that we continue to develop.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Throughout 2020/21, all children had access to breakfast on a morning, this was partially funded by Kellogg's.